

## BYRD ELEMENTARY

1 Willis Circle  
Graniteville, South Carolina 29829

**GRADES** K-5 Elementary School

**ENROLLMENT** 491 Students

**PRINCIPAL** Rosie Berry 2003-2004 803-663-4320

**SUPERINTENDENT** Dr. Linda B. Eldridge 803-641-2428

**BOARD CHAIR** Dr. John B. Bradley 803-641-2431

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

|                  |             |                |                      |                       |
|------------------|-------------|----------------|----------------------|-----------------------|
| <b>Excellent</b> | <b>Good</b> | <b>Average</b> | <b>Below Average</b> | <b>Unsatisfactory</b> |
| 9                | 50          | 39             | 0                    | 0                     |

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

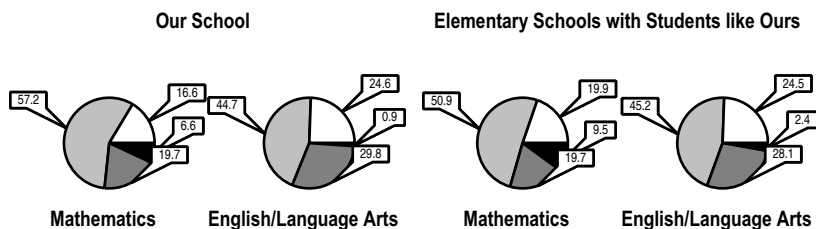
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




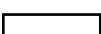
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|      | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average                | Unsatisfactory            | N/A                             |
| 2002 | Good                   | Unsatisfactory            | N/A                             |
| 2003 | Good                   | Unsatisfactory            | Yes                             |
| 2004 |                        |                           |                                 |

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|   | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|   | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|   | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | <b>Teachers</b> | <b>Students</b> | <b>Parents</b> |
|--|-----------------|-----------------|----------------|
| Number of surveys returned                             | 33              | 83              | 67             |
| Percent satisfied with learning environment            | 97.0%           | 88.0%           | 76.1%          |
| Percent satisfied with social and physical environment | 75.8%           | 88.0%           | 74.6%          |
| Percent satisfied with home-school relations           | 75.0%           | 89.2%           | 78.8%          |

PACT PERFORMANCE BY GROUP

|                                | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts          |                                  |          |               |         |              |            |                              |                 |
| All students                   | 252                              | 99.6     | 24.6          | 44.7    | 29.8         | 0.9        | 30.7                         | 17.6            |
| Gender                         |                                  |          |               |         |              |            |                              |                 |
| Male                           | 124                              | 99.2     | 31.2          | 48.6    | 20.2         | N/A        | 20.2                         | 17.6            |
| Female                         | 128                              | 100.0    | 18.5          | 41.2    | 38.7         | 1.7        | 40.3                         | 17.6            |
| Racial/Ethnic Group            |                                  |          |               |         |              |            |                              |                 |
| White                          | 185                              | 99.5     | 22.8          | 43.9    | 32.2         | 1.2        | 33.3                         | 17.6            |
| African-American               | 58                               | 100.0    | 30.6          | 49.0    | 20.4         | N/A        | 20.4                         | 17.6            |
| Asian/Pacific Islander         | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Hispanic                       | 8                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| American Indian/Alaskan        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Disability Status              |                                  |          |               |         |              |            |                              |                 |
| Not disabled                   | 215                              | 100.0    | 21.1          | 45.2    | 32.7         | 1.0        | 33.7                         | 17.6            |
| Disabled                       | 37                               | 97.3     | 48.3          | 41.4    | 10.3         | N/A        | 10.3                         | 17.6            |
| Migrant Status                 |                                  |          |               |         |              |            |                              |                 |
| Migrant                        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-migrant                    | 252                              | 99.6     | 24.8          | 44.2    | 30.1         | 0.9        | 31.0                         | 17.6            |
| English Proficiency            |                                  |          |               |         |              |            |                              |                 |
| Limited English proficient     | 3                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-limited English proficient | 249                              | 99.6     | 24.4          | 44.4    | 30.2         | 0.9        | 31.1                         | 17.6            |
| Socio-Economic Status          |                                  |          |               |         |              |            |                              |                 |
| Subsidized meals               | 137                              | 99.3     | 32.5          | 44.4    | 23.1         | N/A        | 23.1                         | 17.6            |
| Full-pay meals                 | 115                              | 100.0    | 16.2          | 45.0    | 36.9         | 1.8        | 38.7                         | 17.6            |

|                                |     |       |      |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics                    |     |       |      |      |      |      |      |      |
| All students                   | 252 | 100.0 | 16.6 | 57.2 | 19.7 | 6.6  | 26.2 | 15.5 |
| Gender                         |     |       |      |      |      |      |      |      |
| Male                           | 124 | 100.0 | 20.0 | 60.9 | 13.6 | 5.5  | 19.1 | 15.5 |
| Female                         | 128 | 100.0 | 13.4 | 53.8 | 25.2 | 7.6  | 32.8 | 15.5 |
| Racial/Ethnic Group            |     |       |      |      |      |      |      |      |
| White                          | 185 | 100.0 | 12.2 | 60.5 | 19.2 | 8.1  | 27.3 | 15.5 |
| African-American               | 58  | 100.0 | 32.7 | 51.0 | 14.3 | 2.0  | 16.3 | 15.5 |
| Asian/Pacific Islander         | N/A | 0.0   | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Hispanic                       | 8   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| American Indian/Alaskan        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Disability Status              |     |       |      |      |      |      |      |      |
| Not disabled                   | 215 | 100.0 | 12.6 | 59.8 | 21.1 | 6.5  | 27.6 | 15.5 |
| Disabled                       | 37  | 100.0 | 43.3 | 40.0 | 10.0 | 6.7  | 16.7 | 15.5 |
| Migrant Status                 |     |       |      |      |      |      |      |      |
| Migrant                        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Non-migrant                    | 252 | 100.0 | 16.7 | 57.3 | 19.4 | 6.6  | 26.0 | 15.5 |
| English Proficiency            |     |       |      |      |      |      |      |      |
| Limited English proficient     | 3   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | 15.5 |
| Non-limited English proficient | 249 | 100.0 | 16.4 | 57.5 | 19.5 | 6.6  | 26.1 | 15.5 |
| Socio-Economic Status          |     |       |      |      |      |      |      |      |
| Subsidized meals               | 137 | 100.0 | 26.3 | 54.2 | 16.9 | 2.5  | 19.5 | 15.5 |
| Full-pay meals                 | 115 | 100.0 | 6.3  | 60.4 | 22.5 | 10.8 | 33.3 | 15.5 |

Abbreviations for Missing Data

|     |                |     |               |     |              |     |                     |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

**PACT PERFORMANCE BY GRADE LEVEL**

|                       |         | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts |         |                                  |          |               |         |              |            |                              |
| 2002                  | Grade 3 | 82                               | N/A      | 9.9           | 49.4    | 37.0         | 3.7        | 40.7                         |
|                       | Grade 4 | 81                               | N/A      | 26.3          | 36.3    | 37.5         | N/A        | 37.5                         |
|                       | Grade 5 | 94                               | N/A      | 36.6          | 44.1    | 19.4         | N/A        | 19.4                         |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2003                  | Grade 3 | 91                               | 98.9     | 15.0          | 37.5    | 46.3         | 1.3        | 47.5                         |
|                       | Grade 4 | 75                               | 100.0    | 26.5          | 42.6    | 30.9         | N/A        | 30.9                         |
|                       | Grade 5 | 86                               | 100.0    | 32.5          | 53.8    | 12.5         | 1.3        | 13.8                         |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

| Mathematics |         |     |       |      |      |      |      |      |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002        | Grade 3 | 82  | N/A   | 21.0 | 53.1 | 16.0 | 9.9  | 25.9 |
|             | Grade 4 | 81  | N/A   | 22.5 | 40.0 | 27.5 | 10.0 | 37.5 |
|             | Grade 5 | 94  | N/A   | 32.3 | 39.8 | 20.4 | 7.5  | 28.0 |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| 2003        | Grade 3 | 91  | 100.0 | 9.9  | 64.2 | 17.3 | 8.6  | 25.9 |
|             | Grade 4 | 75  | 100.0 | 5.9  | 54.4 | 27.9 | 11.8 | 39.7 |
|             | Grade 5 | 86  | 100.0 | 32.5 | 52.5 | 15.0 | N/A  | 15.0 |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |

SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 491)                                |            |                       |  |                          |
| First graders who attended full-day kindergarten | N/A        | N/A                   | N/A  | N/A                      |
| Retention rate                                   | 3.0%       | Down from 4.1%        | 2.6%                                       | 2.4%                     |
| Attendance rate                                  | 95.6%      | Down from 96.2%       | 95.8%                                      | 95.9%                    |
| Meeting grade 1 and 2 readiness standards        | N/A        | N/A                   | N/A  | N/A                      |
| Eligible for gifted and talented                 | 21.5%      | Up from 21.4%         | 13.0%                                      | 13.2%                    |
| On academic plans                                | N/A        | N/A                   | N/A  | N/A                      |
| On academic probation                            | N/A        | N/A                   | N/A  | N/A                      |
| With disabilities other than speech              | 4.8%       | Down from 5.8%        | 8.5%                                       | 8.0%                     |
| Older than usual for grade                       | 0.6%       | Down from 2.6%        | 1.0%                                       | 1.1%                     |
| Suspended or expelled                            | 0.0%       | No change             | 0.0%                                       | 0.0%                     |

|                                       |          |                    |           |           |
|---------------------------------------|----------|--------------------|-----------|-----------|
| Teachers (n= 36)                      |          |                    |           |           |
| Teachers with advanced degrees        | 38.9%    | Down from 48.6%    | 45.2%     | 50.0%     |
| Continuing contract teachers          | 88.9%    | Up from 86.5%      | 86.2%     | 85.3%     |
| Highly qualified teachers             | N/A      | N/A                | N/A       | N/A       |
| Teachers returning from previous year | 90.2%    | Down from 93.0%    | 87.0%     | 86.2%     |
| Teacher attendance rate               | 95.6%    | Up from 95.2%      | 95.2%     | 95.3%     |
| Average teacher salary                | \$41,418 | Down 1.0%          | \$39,473  | \$39,909  |
| Prof. development days/teacher        | 6.5 days | Down from 7.6 days | 11.3 days | 11.4 days |

|                                    |           |                  |           |           |
|------------------------------------|-----------|------------------|-----------|-----------|
| School                             |           |                  |           |           |
| Principal's years at school        | 3.0       | Up from 2.0      | 3.0       | 4.0       |
| Student-teacher ratio              | 18.8 to 1 | Up from 8.0 to 1 | 18.7 to 1 | 18.9 to 1 |
| Prime instructional time           | 89.0%     | Down from 90.5%  | 89.6%     | 89.7%     |
| Dollars spent per pupil*           | \$5,490   | Up 5.4%          | \$5,668   | \$5,892   |
| Percent spent on teacher salaries* | 69.1%     | Up from 68.7%    | 66.7%     | 66.6%     |
| Opportunities in the arts          | Good      | No change        | Good      | Good      |
| Parents attending conferences      | 99.0%     | No change        | 99.0%     | 99.0%     |
| SACS accreditation                 | yes       | N/A              | yes       | yes       |

\* Prior year audited financial data are reported.

|   | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |

| Abbreviations for Missing Data |                |            |               |            |              |            |                     |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| <b>N/A</b>                     | Not Applicable | <b>N/C</b> | Not Collected | <b>N/R</b> | Not Reported | <b>I/S</b> | Insufficient Sample |

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Byrd Elementary School's prior report card absolute rating of "Good" is a result of the continuous effort toward academic excellence and accountability. The focus remains on reading, mathematics, writing, science, social studies, and parental involvement. A Title I school such as Byrd gains additional support from the PTO, School Improvement Council, Title I committees/organizations, and community partners. We received several grants. The Gregg Graniteville Foundation grant for \$6,000 was awarded to Mrs. Puckett, librarian, and Mrs. Berry, principal. The grant helped to purchase library books and the school wide agenda program. The Aiken Partners for Public Education grant awarded to Mrs. Berry for \$3,000 purchased materials and training of the faculty and staff to implement the "Great Leaps" reading program. Mrs. Elizabeth Burrow and Mrs. Ginny Busbee received a \$6,000 EAA Teacher grant to use technology as a means to enhance various teaching strategies of the academic standards.

We are thankful to the many parents and students who came out to support the PTO "Family Fun Night" activities of math bingo, book fairs, and reading extravaganza. The "Doughnuts for Dads" and "Muffins for Moms" activities were very well supported by the parents. The visiting author for the year was Mrs. Helen Lester, who made reading her books for the year a delight for the younger students.

Mr. Eugene Washington, artist in resident, did an excellent job in teaching writing and presentation to all 5th graders. The Augusta Guild Symphony strings performed for our students and the chorus sang throughout the year under the direction of our music teacher, Mrs. Connie Mitchum. Thanks to our art teacher, Mrs. Beth Teeters, honors and finalists were awarded for the Cray-Pas National Art Contest. The school received \$1,000 in art supplies. A 1st grader was a winner of the Governor's Safety Art Calendar Contest. A 3rd grader was a first place winner in the Savannah River Site Safety Art Contest.

The third grade students went to Charleston, SC as a culminating event for the South Carolina history classes and third grade teacher, Mr. Jason Martin, taught them to speak and sing in German. Mrs. Keely Lillard, first grade teacher obtained her Master's Degree in Education and Mrs. Theresa "Terri" Harris, Reading Recovery teacher, is our Teacher of the Year. Mrs. Gigi Talbert, second grade teacher, helps to beautify our campus by planting flowers that our students learn to nurture. Mrs. Linda Redd, guidance counselor, conducts the volunteer orientation to assist in the training and recognition of parent volunteers. We continue to encourage our school community and stakeholders to assist in the educational process of our students.

Rosie M. Berry, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.